

105TH CONGRESS
2D SESSION

S. 1596

To provide for reading excellence.

IN THE SENATE OF THE UNITED STATES

FEBRUARY 2, 1998

Mr. COVERDELL introduced the following bill; which was read twice and referred to the Committee on Labor and Human Resources

A BILL

To provide for reading excellence.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Reading Excellence
5 Act”.

6 **TITLE I—READING GRANTS**

7 **SEC. 101. AMENDMENT TO ESEA FOR READING GRANTS.**

8 The Elementary and Secondary Education Act of
9 1965 (20 U.S.C. 6301 et seq.) is amended by adding at
10 the end the following:

1 **“TITLE XV—READING GRANTS**

2 **“SEC. 15101. PURPOSE.**

3 “The purposes of this title are as follows:

4 “(1) To teach every child to read in their early
5 childhood years—

6 “(A) as soon as they are ready to read; or

7 “(B) as soon as possible once they enter
8 school, but not later than 3d grade.

9 “(2) To improve the reading skills of students,
10 and the in-service instructional practices for teachers
11 who teach reading, through the use of findings from
12 reliable, replicable research on reading, including
13 phonics.

14 “(3) To expand the number of high-quality
15 family literacy programs.

16 “(4) To reduce the number of children who are
17 inappropriately referred to special education due to
18 reading difficulties.

19 **“SEC. 15102. DEFINITIONS.**

20 “For purposes of this title:

21 “(1) ELIGIBLE PROFESSIONAL DEVELOPMENT
22 PROVIDER.—The term ‘eligible professional develop-
23 ment provider’ means a provider of professional de-
24 velopment in reading instruction to teachers that is
25 based on reliable, replicable research on reading.

1 “(2) ELIGIBLE RESEARCH INSTITUTION.—The
 2 term ‘eligible research institution’ means an institu-
 3 tion of higher education at which reliable, replicable
 4 research on reading has been conducted.

5 “(3) FAMILY LITERACY SERVICES.—The term
 6 ‘family literacy services’ means services provided to
 7 participants on a voluntary basis that are of suffi-
 8 cient intensity in terms of hours, and of sufficient
 9 duration, to make sustainable changes in a family
 10 (such as eliminating or reducing welfare depend-
 11 ency) and that integrate all of the following activi-
 12 ties:

13 “(A) Interactive literacy activities between
 14 parents and their children.

15 “(B) Equipping parents to partner with
 16 their children in learning.

17 “(C) Parent literacy training, including
 18 training that contributes to economic self-suffi-
 19 ciency.

20 “(D) Appropriate instruction for children
 21 of parents receiving parent literacy services.

22 “(4) READING.—The term ‘reading’ means the
 23 process of comprehending the meaning of written
 24 text by depending on—

1 “(A) the ability to use phonics skills, that
 2 is, knowledge of letters and sounds, to decode
 3 printed words quickly and effortlessly, both si-
 4 lently and aloud;

5 “(B) the ability to use previously learned
 6 strategies for reading comprehension; and

7 “(C) the ability to think critically about
 8 the meaning, message, and aesthetic value of
 9 the text.

10 “(5) READING READINESS.—The term ‘reading
 11 readiness’ means activities that—

12 “(A) provide experience and opportunity
 13 for language development;

14 “(B) create appreciation of the written
 15 word;

16 “(C) develop an awareness of printed lan-
 17 guage, the alphabet, and phonemic awareness;
 18 and

19 “(D) develop an understanding that spo-
 20 ken and written language is made up of pho-
 21 nemes, syllables, and words.

22 “(6) RELIABLE, REPLICABLE RESEARCH.—The
 23 term ‘reliable, replicable research’ means objective,
 24 valid, scientific studies that—

1 “(A) include rigorously defined samples of
 2 subjects that are sufficiently large and rep-
 3 resentative to support the general conclusions
 4 drawn;

5 “(B) rely on measurements that meet es-
 6 tablished standards of reliability and validity;

7 “(C) test competing theories, where mul-
 8 tiple theories exist;

9 “(D) are subjected to peer review before
 10 their results are published; and

11 “(E) discover effective strategies for im-
 12 proving reading skills.

13 **“SEC. 15103. GRANTS TO READING AND LITERACY PART-**
 14 **NERSHIPS.**

15 “(a) PROGRAM AUTHORIZED.—The Secretary may
 16 make grants on a competitive basis to reading and literacy
 17 partnerships for the purpose of permitting such partner-
 18 ships to make subgrants under sections 15104 and 15105.

19 “(b) READING AND LITERACY PARTNERSHIPS.—

20 “(1) COMPOSITION.—

21 “(A) REQUIRED PARTICIPANTS.—In order
 22 to receive a grant under this section, a State
 23 shall establish a reading and literacy partner-
 24 ship consisting of at least the following partici-
 25 pants:

1 “(i) The Governor of the State.

2 “(ii) The chief State school officer.

3 “(iii) The chairman and the ranking
4 member of each committee of the State
5 legislature that is responsible for education
6 policy.

7 “(iv) A representative, selected jointly
8 by the Governor and the chief State school
9 officer, of at least 1 local educational agen-
10 cy that has at least 1 school that is identi-
11 fied for school improvement under section
12 1116(c) in the geographic area served by
13 the agency.

14 “(v) A representative, selected jointly
15 by the Governor and the chief State school
16 officer, of a community-based organization
17 working with children to improve their
18 reading skills, particularly a community-
19 based organization using volunteers.

20 “(B) OPTIONAL PARTICIPANTS.—A read-
21 ing and literacy partnership may include addi-
22 tional participants, who shall be selected jointly
23 by the Governor and the chief State school offi-
24 cer, which may include—

1 “(i) State directors of appropriate
 2 Federal or State programs with a strong
 3 reading component;

4 “(ii) a parent of a public or private
 5 school student or a parent who educates
 6 their child or children in their home;

7 “(iii) a teacher who teaches reading;
 8 or

9 “(iv) a representative of (I) an insti-
 10 tution of higher education operating a pro-
 11 gram of teacher preparation in the State;
 12 (II) a local educational agency; (III) an eli-
 13 gible research institution; (IV) a private
 14 nonprofit or for-profit eligible professional
 15 development provider providing instruction
 16 based on reliable, replicable research on
 17 reading; (V) a family literacy service pro-
 18 vider; (VI) an adult education provider;
 19 (VII) a volunteer organization that is in-
 20 volved in reading programs; or (VIII) a
 21 school or a public library that offers read-
 22 ing or literacy programs for children or
 23 families.

24 “(2) AGREEMENT.—The contractual agreement
 25 that establishes a reading and literacy partnership—

1 “(A) shall specify—

2 “(i) the nature and extent of the asso-
3 ciation among the participants referred to
4 in paragraph (1); and

5 “(ii) the roles and duties of each such
6 participant; and

7 “(B) shall remain in effect during the en-
8 tire grant period proposed in the partnership’s
9 grant application under subsection (e).

10 “(3) FUNCTIONS.—Each reading and literacy
11 partnership for a State shall prepare and submit an
12 application under subsection (e) and, if the partner-
13 ship receives a grant under this section—

14 “(A) shall solicit applications for, and
15 award, subgrants under sections 15104 and
16 15105;

17 “(B) shall oversee the performance of the
18 subgrants and submit performance reports in
19 accordance with subsection (h);

20 “(C) if sufficient grant funds are available
21 under this title—

22 “(i) work to enhance the capacity of
23 agencies in the State to disseminate reli-
24 able, replicable research on reading to

1 schools, classrooms, and providers of early
2 education and child care;

3 “(ii) facilitate the provision of tech-
4 nical assistance to subgrantees under sec-
5 tions 15104 and 15105 by providing the
6 subgrantees information about technical
7 assistance providers; and

8 “(iii) build on, and promote coordina-
9 tion among, literacy programs in the State,
10 in order to increase their effectiveness and
11 to avoid duplication of their efforts; and

12 “(D) shall ensure that each local edu-
13 cational agency to which the partnership makes
14 a subgrant under section 15104 makes avail-
15 able, upon request and in an understandable
16 and uniform format, to any parent of a student
17 attending any school selected under section
18 15104(a)(2) in the geographic area served by
19 the agency, information regarding the qualifica-
20 tions of the student’s classroom teacher to pro-
21 vide instruction in reading.

22 “(4) FISCAL AGENT.—The State educational
23 agency shall act as the fiscal agent for the reading
24 and literacy partnership for the purposes of receipt
25 of funds from the Secretary, disbursement of funds

1 to subgrantees under sections 15104 and 15105,
2 and accounting for such funds.

3 “(c) PREEXISTING PARTNERSHIP.—If, before the
4 date of the enactment of the Reading Excellence Act, a
5 State established a consortium, partnership, or any other
6 similar body, that includes the Governor and the chief
7 State school officer and has, as a central part of its mis-
8 sion, the promotion of literacy for children in their early
9 childhood years through the 3d grade, but that does not
10 satisfy the requirements of subsection (b)(1), the State
11 may elect to treat that consortium, partnership, or body
12 as the reading and literacy partnership for the State not-
13 withstanding such subsection, and the consortium, part-
14 nership, or body shall be considered a reading and literacy
15 partnership for purposes of the other provisions of this
16 title.

17 “(d) MULTI-STATE PARTNERSHIP ARRANGE-
18 MENTS.—A reading and literacy partnership that satisfies
19 the requirements of subsection (b) may join with other
20 such partnerships in other States to develop a single appli-
21 cation that satisfies the requirements of subsection (e) and
22 identifies which State educational agency, from among the
23 States joining, shall act as the fiscal agent for the multi-
24 State arrangement. For purposes of the other provisions

1 of this title, any such multi-State arrangement shall be
2 considered to be a reading and literacy partnership.

3 “(e) APPLICATIONS.—A reading and literacy partner-
4 ship that desires to receive a grant under this section shall
5 submit an application to the Secretary at such time, in
6 such manner, and including such information as the Sec-
7 retary may require. The application—

8 “(1) shall describe how the partnership will en-
9 sure that 95 percent of the grant funds are used to
10 make subgrants under sections 15104 and 15105;

11 “(2) shall be integrated, to the maximum extent
12 possible, with State plans and programs under this
13 Act, the Individuals with Disabilities Education Act
14 (20 U.S.C. 1400 et seq.), and, to the extent appro-
15 priate, the Adult Education Act (20 U.S.C. 1201 et
16 seq.);

17 “(3) shall describe how the partnership will en-
18 sure that professional development funds available at
19 the State and local levels are used effectively to im-
20 prove instructional practices for reading and are
21 based on reliable, replicable research on reading;

22 “(4) shall describe—

23 “(A) the contractual agreement that estab-
24 lishes the partnership, including at least the ele-

1 ments of the agreement referred to in sub-
2 section (b)(2);

3 “(B) how the partnership will assess, on a
4 regular basis, the extent to which the activities
5 undertaken by the partnership and the partner-
6 ship’s subgrantees under this title have been ef-
7 fective in achieving the purposes of this title;

8 “(C) what evaluation instruments the part-
9 nership will use to determine the success of
10 local educational agencies to whom subgrants
11 under sections 15104 and 15105 are made in
12 achieving the purposes of this title;

13 “(D) how subgrants made by the partner-
14 ship under such sections will meet the require-
15 ments of this title, including how the partner-
16 ship will ensure that subgrantees will use prac-
17 tices based on reliable, replicable research on
18 reading; and

19 “(E) how the partnership will, to the ex-
20 tent practicable, make grants to subgrantees in
21 both rural and urban areas;

22 “(5) shall include an assurance that each local
23 educational agency to whom the partnership makes
24 a subgrant under section 15104—

1 “(A) will carry out family literacy pro-
2 grams based on the Even Start family literacy
3 model authorized under part B of title I to en-
4 able parents to be their child’s first and most
5 important teacher, and will make payments for
6 the receipt of technical assistance for the devel-
7 opment of such programs;

8 “(B) will carry out programs to assist
9 those kindergarten students who are not ready
10 for the transition to 1st grade, particularly stu-
11 dents experiencing difficulty with reading skills;

12 “(C) will use supervised individuals (in-
13 cluding tutors), who have been appropriately
14 trained using reliable, replicable research on
15 reading, to provide additional support, before
16 school, after school, on weekends, during non-
17 instructional periods of the school day, or dur-
18 ing the summer, for students in grades 1
19 through 3 who are experiencing difficulty read-
20 ing; and

21 “(D) will carry out professional develop-
22 ment for the classroom teacher and other ap-
23 propriate teaching staff on the teaching of read-
24 ing based on reliable, replicable research on
25 reading; and

1 “(6) shall describe how the partnership—

2 “(A) will ensure that a portion of the
3 grant funds that the partnership receives in
4 each fiscal year will be used to make subgrants
5 under section 15105; and

6 “(B) will make local educational agencies
7 described in section 15105(a)(1) aware of the
8 availability of such subgrants.

9 “(f) PEER REVIEW PANEL.—

10 “(1) COMPOSITION OF PEER REVIEW PANEL.—

11 “(A) IN GENERAL.—The National Insti-
12 tute for Literacy, in consultation with the Na-
13 tional Research Council of the National Acad-
14 emy of Sciences, the National Institute of Child
15 Health and Human Development, and the Sec-
16 retary, shall convene a panel to evaluate appli-
17 cations under this section. At a minimum the
18 panel shall include representatives of the Na-
19 tional Institute for Literacy, the National Re-
20 search Council of the National Academy of
21 Sciences, the National Institute of Child Health
22 and Human Development, and the Secretary.

23 “(B) EXPERTS.—The panel shall include
24 experts who are competent, by virtue of their
25 training, expertise, or experience, to evaluate

1 applications under this section, and experts who
 2 provide professional development to teachers of
 3 reading to children and adults, based on reli-
 4 able, replicable research on reading.

5 “(C) LIMITATION.—Not more than $\frac{1}{3}$ of
 6 the panel may be composed of individuals who
 7 are employees of the Federal Government.

8 “(2) PAYMENT OF FEES AND EXPENSES OF
 9 CERTAIN MEMBERS.—The Secretary shall use funds
 10 reserved under section 15110(b)(2) to pay the ex-
 11 penses and fees of panel members who are not em-
 12 ployees of the Federal Government.

13 “(3) DUTIES OF PANEL.—

14 “(A) MODEL APPLICATION FORMS.—The
 15 peer review panel shall develop a model applica-
 16 tion form for reading and literacy partnerships
 17 desiring to apply for a grant under this section.
 18 The peer review panel shall submit the model
 19 application form to the Secretary for final ap-
 20 proval.

21 “(B) SELECTION OF APPLICATIONS.—

22 “(i) RECOMMENDATIONS OF PANEL.—

23 “(I) IN GENERAL.—The Sec-
 24 retary shall receive grant applications
 25 from reading and literacy partnerships

1 under this section and shall provide
2 the applications to the peer review
3 panel for evaluation. With respect to
4 each application, the peer review panel
5 shall initially recommend the applica-
6 tion for funding or for disapproval.

7 “(II) PRIORITY.—In recommend-
8 ing applications to the Secretary, the
9 panel shall give priority to applica-
10 tions from States that have modified,
11 are modifying, or provide an assur-
12 ance that not later than 1 year after
13 receiving a grant under this section
14 the State will modify, State teacher
15 certification in the area of reading to
16 reflect reliable, replicable research, ex-
17 cept that nothing in this title shall be
18 construed to establish a national sys-
19 tem of teacher certification.

20 “(III) RANKING OF APPLICA-
21 TIONS.—With respect to each applica-
22 tion recommended for funding, the
23 panel shall assign the application a
24 rank, relative to other recommended
25 applications, based on the priority de-

scribed in subclause (II), the extent to which the application furthers the purposes of this title, and the overall quality of the application.

“(IV) RECOMMENDATION OF AMOUNT.—With respect to each application recommended for funding, the panel shall make a recommendation to the Secretary with respect to the amount of the grant that should be made.

“(ii) SECRETARIAL SELECTION.—

“(I) IN GENERAL.—Subject to clause (iii), the Secretary shall determine, based on the peer review panel’s recommendations, which applications from reading and literacy partnerships shall receive funding and the amounts of such grants. In determining grant amounts, the Secretary shall take into account the total amount of funds available for all grants under this section and the types of activities proposed to be carried out by the partnership.

1 “(II) EFFECT OF RANKING BY
2 PANEL.—In making grants under this
3 section, the Secretary shall select ap-
4 plications according to the ranking of
5 the applications by the peer review
6 panel, except in cases where the Sec-
7 retary determines, for good cause,
8 that a variation from that order is ap-
9 propriate.

10 “(iii) MINIMUM GRANT AMOUNTS.—
11 Each reading and literacy partnership se-
12 lected to receive a grant under this section
13 shall receive an amount for each fiscal year
14 that is not less than \$100,000.

15 “(g) LIMITATION ON ADMINISTRATIVE EXPENSES.—
16 A reading and literacy partnership that receives a grant
17 under this section may use not more than 3 percent of
18 the grant funds for administrative costs.

19 “(h) REPORTING.—

20 “(1) IN GENERAL.—A reading and literacy
21 partnership that receives a grant under this section
22 shall submit performance reports to the Secretary
23 pursuant to a schedule to be determined by the Sec-
24 retary, but not more frequently than annually. Such
25 reports shall include—

1 “(A) the results of use of the evaluation in-
2 struments referred to in subsection (e)(4)(C);

3 “(B) the process used to select sub-
4 grantees;

5 “(C) a description of the subgrantees re-
6 ceiving funds under this title; and

7 “(D) with respect to subgrants under sec-
8 tion 15104, the model or models of reading in-
9 struction, based on reliable, replicable research
10 on reading, selected by subgrantees.

11 “(2) PROVISION TO PEER REVIEW PANEL.—The
12 Secretary shall provide the reports submitted under
13 paragraph (1) to the peer review panel convened
14 under subsection (f). The panel shall use such re-
15 ports in recommending applications for funding
16 under this section.

17 **“SEC. 15104. LOCAL READING IMPROVEMENT SUBGRANTS.**

18 “(a) IN GENERAL.—

19 “(1) SUBGRANTS.—A reading and literacy part-
20 nership that receives a grant under section 15103
21 shall make subgrants, on a competitive basis, to
22 local educational agencies that have at least 1 school
23 that is identified for school improvement under sec-
24 tion 1116(c) in the geographic area served by the
25 agency.

1 “(2) ROLE OF LOCAL EDUCATIONAL AGEN-
2 CIES.—A local educational agency that receives a
3 subgrant under this section shall use the subgrant in
4 a manner consistent with this section to advance re-
5 form of reading instruction in any school selected by
6 the agency that—

7 “(A) is identified for school improvement
8 under section 1116(c) at the time the agency
9 receives the subgrant; and

10 “(B) has a contractual association with 1
11 or more community-based organizations that
12 have established a record of effectiveness with
13 respect to reading readiness, reading instruction
14 for children in kindergarten through 3d grade,
15 and early childhood literacy.

16 “(b) GRANT PERIOD.—A subgrant under this section
17 shall be for a period of 3 years and may not be revoked
18 or terminated on the ground that a school ceases, during
19 the grant period, to be identified for school improvement
20 under section 1116(c).

21 “(c) APPLICATIONS.—A local educational agency that
22 desires to receive a subgrant under this section shall sub-
23 mit an application to the reading and literacy partnership
24 at such time, in such manner, and including such informa-
25 tion as the partnership may require. The application—

1 “(1) shall describe how the local educational
2 agency will work with schools selected by the agency
3 under subsection (a)(2) to select 1 or more models
4 of reading instruction, developed using reliable,
5 replicable research on reading, as a model for imple-
6 menting and improving reading instruction by all
7 teachers and for all children in each of the schools
8 selected by the agency under such subsection and,
9 where appropriate, their parents;

10 “(2) shall select 1 or more models described in
11 paragraph (1), for the purpose described in such
12 paragraph, and shall describe each such selected
13 model;

14 “(3) shall demonstrate that a person respon-
15 sible for the development of each such model, or a
16 person with experience or expertise about such
17 model and its implementation, has agreed to work
18 with the applicant in connection with such imple-
19 mentation and improvement efforts;

20 “(4) shall describe—

21 “(A) how the applicant will ensure that
22 funds available under this title, and funds avail-
23 able for reading for grades kindergarten
24 through grade 6 from other appropriate
25 sources, are effectively coordinated and, where

1 appropriate, integrated, with funds under this
2 Act in order to improve existing activities in the
3 areas of reading instruction, professional devel-
4 opment, program improvement, parental in-
5 volvement, technical assistance, and other ac-
6 tivities that can help meet the purposes of this
7 title; and

8 “(B) the amount of funds available for
9 reading for grades kindergarten through grade
10 6 from appropriate sources other than this title,
11 including title I (except that such description
12 shall not be required to include funds made
13 available under part B of title I unless the ap-
14 plicant has established a contractual association
15 in accordance with subsection (d)(2) with an el-
16 igible entity under such part B), the Individuals
17 With Disabilities Education Act (20 U.S.C.
18 1400 et seq.), and any other law providing Fed-
19 eral financial assistance for professional devel-
20 opment for teachers of such grades who teach
21 reading, which will be used to help achieve the
22 purposes of this title;

23 “(5) shall describe the amount and nature of
24 funds from any other public or private sources, in-
25 cluding funds received under this Act and the Indi-

viduals With Disabilities Education Act (20 U.S.C. 1400 et seq.), that will be combined with funds received under the subgrant;

“(6) shall include an assurance that the applicant—

“(A) will carry out family literacy programs based on the Even Start family literacy model authorized under part B of title I to enable parents to be their child’s first and most important teacher, will make payments for the receipt of technical assistance for the development of such programs;

“(B) will carry out programs to assist those kindergarten students who are not ready for the transition to 1st grade, particularly students experiencing difficulty with reading skills;

“(C) will use supervised individuals (including tutors), who have been appropriately trained using reliable, replicable research on reading, to provide additional support, before school, after school, on weekends, during non-instructional periods of the school day, or during the summer, for students in grades 1 through 3 who are experiencing difficulty reading; and

1 “(D) will carry out professional develop-
 2 ment for the classroom teacher and other teach-
 3 ing staff on the teaching of reading based on
 4 reliable, replicable research on reading;

5 “(7) shall describe how the local educational
 6 agency provides instruction in reading to children
 7 who have not been determined to be a child with a
 8 disability (as defined in section 602 of the Individ-
 9 uals With Disabilities Education Act (20 U.S.C.
 10 1401)), pursuant to section 614(b)(5) of such Act
 11 (20 U.S.C. 1414(a)(5)), because of a lack of instruc-
 12 tion in reading; and

13 “(8) shall indicate the amount of the subgrant
 14 funds (if any) that the applicant will use to carry
 15 out the duties described in section 15105(b)(2).

16 “(d) PRIORITY.—In approving applications under
 17 this section, a reading and literacy partnership shall give
 18 priority to an application submitted by an applicant who
 19 demonstrates that the applicant has established—

20 “(1) a contractual association with 1 or more
 21 Head Start programs under the Head Start Act (42
 22 U.S.C. 9801 et seq.) under which—

23 “(A) the Head Start program agrees to se-
 24 lect the same model or models of reading in-
 25 struction, as a model for implementing and im-

1 proving the reading readiness of children par-
2 ticipating in the program, as was selected by
3 the applicant; and

4 “(B) the applicant agrees—

5 “(i) to share with the Head Start pro-
6 gram an appropriate amount of the appli-
7 cant’s information resources with respect
8 to the model, such as curricula materials;
9 and

10 “(ii) to train personnel from the Head
11 Start program;

12 “(2) a contractual association with 1 or more
13 State- or federally-funded preschool programs, or
14 family literacy programs, under which—

15 “(A) the program agrees to select the same
16 model or models of reading instruction, as a
17 model for implementing and improving reading
18 instruction in the program’s activities, as was
19 selected by the applicant; and

20 “(B) the applicant agrees to train person-
21 nel from the program who work with children
22 and parents in schools selected under subsection
23 (a)(2); or

24 “(3) a contractual association with 1 or more
25 public libraries providing reading or literacy services

1 to preschool children, or preschool children and their
2 families, under which—

3 “(A) the library agrees to select the same
4 model or models of reading instruction, as a
5 model for implementing and improving reading
6 instruction in the library’s reading or literacy
7 programs, as was selected by the applicant; and

8 “(B) the applicant agrees to train person-
9 nel, including volunteers, from such programs
10 who work with preschool children, or preschool
11 children and their families, in schools selected
12 under subsection (a)(2).

13 “(e) USE OF FUNDS.—

14 “(1) IN GENERAL.—Subject to paragraph (2),
15 an applicant who receives a subgrant under this sec-
16 tion may use the subgrant funds to carry out activi-
17 ties that are authorized by this title and described
18 in the subgrant application, including the following:

19 “(A) Making reasonable payments for
20 technical and other assistance to a person re-
21 sponsible for the development of a model of
22 reading instruction, or a person with experience
23 or expertise about such model and its imple-
24 mentation, who has agreed to work with the re-

1 ipient in connection with the implementation of
2 the model.

3 “(B) Carrying out a contractual agreement
4 described in subsection (d).

5 “(C) Professional development (including
6 training of volunteers), purchase of curricular
7 and other supporting materials, and technical
8 assistance.

9 “(D) Providing, on a voluntary basis,
10 training to parents of children enrolled in a
11 school selected under subsection (a)(2) on how
12 to help their children with school work, particu-
13 larly in the development of reading skills. Such
14 training may be provided directly by the
15 subgrant recipient, or through a grant or con-
16 tract with another person. Such training shall
17 be consistent with reading reforms taking place
18 in the school setting.

19 “(E) Carrying out family literacy programs
20 based on the Even Start family literacy model
21 authorized under part B of title I to enable par-
22 ents to be their child’s first and most important
23 teacher, and making payments for the receipt of
24 technical assistance for the development of such
25 programs.

1 “(F) Providing instruction for parents of
2 children enrolled in a school selected under sub-
3 section (a)(2), and others who volunteer to be
4 reading tutors for such children, in the instruc-
5 tional practices based on reliable, replicable re-
6 search on reading used by the applicant.

7 “(G) Programs to assist those kinder-
8 garten students enrolled in a school selected
9 under subsection (a)(2) who are not ready for
10 the transition to 1st grade, particularly stu-
11 dents experiencing difficulty with reading skills.

12 “(H) Providing, for students who are en-
13 rolled in grades 1 through 3 in a school selected
14 under subsection (a)(2) and are experiencing
15 difficulty reading, additional support before
16 school, after school, on weekends, during non-
17 instructional periods of the school day, or dur-
18 ing the summer, using supervised individuals
19 (including tutors) who have been appropriately
20 trained using reliable, replicable research on
21 reading.

22 “(I) Carrying out the duties described in
23 section 15105(b)(2) for children enrolled in a
24 school selected under subsection (a)(2).

1 “(J) Providing reading assistance to chil-
 2 dren who have not been determined to be a
 3 child with a disability (as defined in section 602
 4 of the Individuals with Disabilities Education
 5 Act (20 U.S.C. 1401)), pursuant to section
 6 614(b)(5) of such Act (20 U.S.C. 1414(b)(5)),
 7 because of a lack of instruction in reading.

8 “(2) LIMITATION ON ADMINISTRATIVE EX-
 9 PENSES.—A recipient of a subgrant under this sec-
 10 tion may use not more than 3 percent of the
 11 subgrant funds for administrative costs.

12 “(f) TRAINING NONRECIPIENTS.—A recipient of a
 13 subgrant under this section may train, on a fee-for-service
 14 basis, personnel who are from schools, or local educational
 15 agencies, that are not receiving such a subgrant in the
 16 instructional practices based on reliable, replicable re-
 17 search on reading used by the recipient. Such a non-recipi-
 18 ent school may use funds received under title I, and other
 19 appropriate Federal funds used for reading instruction, to
 20 pay for such training, to the extent consistent with the
 21 law under which such funds were received.

22 **“SEC. 15105. TUTORIAL ASSISTANCE SUBGRANTS.**

23 “(a) IN GENERAL.—

1 “(1) SUBGRANTS.—A reading and literacy part-
 2 nership that receives a grant under section 15103
 3 shall make subgrants on a competitive basis to—

4 “(A) local educational agencies that have
 5 at least 1 school in the geographic area served
 6 by the agency that—

7 “(i) is located in an area designated
 8 as an empowerment zone under part I of
 9 subchapter U of chapter 1 of the Internal
 10 Revenue Code of 1986; or

11 “(ii) is located in an area designated
 12 as an enterprise community under part I
 13 of subchapter U of chapter 1 of the Inter-
 14 nal Revenue Code of 1986; or

15 “(B) in the case of local educational agen-
 16 cies that do not have any such empowerment
 17 zone or enterprise community in the State in
 18 which the agency is located, local educational
 19 agencies that have at least 1 school that is iden-
 20 tified for school improvement under section
 21 1116(c) in the geographic area served by the
 22 agency.

23 “(2) APPLICATIONS.—A local educational agen-
 24 cy that desires to receive a subgrant under this sec-
 25 tion shall submit an application to the reading and

1 literacy partnership at such time, in such manner,
 2 and including such information as the partnership
 3 may require. The application shall include an assur-
 4 ance that the agency will use the subgrant funds to
 5 carry out the duties described in subsection (b) for
 6 children enrolled in 1 or more schools selected by the
 7 agency and described in paragraph (1).

8 “(b) USE OF FUNDS.—

9 “(1) IN GENERAL.—A local educational agency
 10 that receives a subgrant under this section shall
 11 carry out, using the funds provided under the
 12 subgrant, each of the duties described in paragraph
 13 (2).

14 “(2) DUTIES.—The duties described in this
 15 paragraph are the provision of tutorial assistance in
 16 reading to children who have difficulty reading,
 17 using instructional practices based on the principles
 18 of reliable, replicable research, through the following:

19 “(A) The promulgation of a set of objective
 20 criteria, pertaining to the ability of a tutorial
 21 assistance provider successfully to provide tuto-
 22 rial assistance in reading, that will be used to
 23 determine in a uniform manner, at the begin-
 24 ning of each school year, the eligibility of tuto-
 25 rial assistance providers, subject to the succeed-

ing subparagraphs of this paragraph, to be included on the list described in subparagraph (B) (and thereby be eligible to enter into a contract pursuant to subparagraph (F)).

“(B) The promulgation, maintenance, and approval of a list of tutorial assistance providers eligible to enter into a contract pursuant to subparagraph (F) who—

“(i) have established a record of effectiveness with respect to reading readiness, reading instruction for children in kindergarten through 3d grade, and early childhood literacy;

“(ii) are located in a geographic area convenient to the school or schools attended by the children who will be receiving tutorial assistance from the providers; and

“(iii) are capable of providing tutoring in reading to children who have difficulty reading, using instructional practices based on the principles of reliable, replicable research and consistent with the instructional methods used by the school the child attends.

“(C) The development of procedures (i) for the receipt of applications for tutorial assistance, from parents who are seeking such assistance for their child or children, that select a tutorial assistance provider from the list described in subparagraph (B) with whom the child or children will enroll, for tutoring in reading; and (ii) for considering children for tutorial assistance who are identified under subparagraph (D) and for whom no application has been submitted, provided that such procedures are in accordance with this paragraph and give such parents the right to select a tutorial assistance provider from the list referred to in subparagraph (B), and shall permit a local educational agency to recommend a tutorial assistance provider from the list under subparagraph (B) in a case where a parent asks for assistance in the making of such selection.

“(D) The development of a selection process for providing tutorial assistance in accordance with this paragraph that limits the provision of assistance to children identified, by the school the child attends, as having difficulty reading, including difficulty mastering essential

1 phonic, decoding, or vocabulary skills. In the
2 case of a child included in the selection process
3 for whom no application has been submitted by
4 a parent of the child, the child's eligibility for
5 receipt of tutorial assistance shall be deter-
6 mined under the same procedures, timeframe,
7 and criteria for consideration as is used to de-
8 termine the eligibility of a child whose parent
9 has submitted such an application. Such local
10 educational agency shall apply the provisions of
11 subparagraphs (F) and (G) to a tutorial assist-
12 ance provider selected for a child whose parent
13 has not submitted an application pursuant to
14 subparagraph (C)(i) in the same manner as the
15 provisions are applied to a provider selected in
16 an application submitted pursuant to subpara-
17 graph (C)(i).

18 “(E) The development of procedures for
19 selecting children to receive tutorial assistance,
20 to be used in cases where insufficient funds are
21 available to provide assistance with respect to
22 all children identified by a school under sub-
23 paragraph (D) that—

24 “(i) gives priority to children who are
25 determined, through State or local reading

1 assessments, to be most in need of tutorial
2 assistance; and

3 “(ii) gives priority, in cases where
4 children are determined, through State or
5 local reading assessments, to be equally in
6 need of tutorial assistance, based on a ran-
7 dom selection principle.

8 “(F) The development of a methodology by
9 which payments are made directly to tutorial
10 assistance providers who are identified and se-
11 lected pursuant to subparagraphs (C), (D), and
12 (E). Such methodology shall include the making
13 of a contract, consistent with State and local
14 law, between the tutorial assistance provider
15 and the local educational agency carrying out
16 this paragraph. Such contract—

17 “(i) shall contain specific goals and
18 timetables with respect to the performance
19 of the tutorial assistance provider;

20 “(ii) shall require the tutorial assist-
21 ance provider to report to the parent and
22 the local educational agency on the provid-
23 er’s performance in meeting such goals and
24 timetables; and

1 “(iii) shall contain provisions with re-
2 spect to the making of payments to the tu-
3 torial assistance provider by the local edu-
4 cational agency.

5 “(G) The development of procedures under
6 which the local educational agency carrying out
7 this paragraph—

8 “(i) will ensure oversight of the qual-
9 ity and effectiveness of the tutorial assist-
10 ance provided by each tutorial assistance
11 provider that is selected for funding;

12 “(ii) will remove from the list under
13 subparagraph (B) ineffective and unsuc-
14 cessful providers (as determined by the
15 local educational agency based upon the
16 performance of the provider with respect to
17 the goals and timetables contained in the
18 contract between the agency and the pro-
19 vider under subparagraph (F));

20 “(iii) will provide to each parent of a
21 child identified under subparagraph (D)
22 who requests such information for the pur-
23 pose of selecting a tutorial assistance pro-
24 vider for the child, in a comprehensible for-
25 mat, information with respect to the qual-

1 ity and effectiveness of the tutorial assist-
 2 ance referred to in clause (i); and

3 “(iv) will ensure that each school
 4 identifying a child under subparagraph (D)
 5 will provide upon request, to a parent of
 6 the child, assistance in selecting, from
 7 among the tutorial assistance providers
 8 who are included on the list described in
 9 subparagraph (B), the provider who is best
 10 able to meet the needs of the child.

11 “(c) DEFINITION.—For the purpose of this section
 12 the term ‘parent’ includes a legal guardian.

13 **“SEC. 15106. PROGRAM EVALUATION.**

14 “(a) IN GENERAL.—From funds reserved under sec-
 15 tion 15110(b)(1), the Secretary shall conduct a national
 16 assessment of the programs under this title. In developing
 17 the criteria for the assessment, the Secretary shall receive
 18 recommendations from the peer review panel convened
 19 under section 15103(f).

20 “(b) SUBMISSION TO PEER REVIEW PANEL.—The
 21 Secretary shall submit the findings from the assessment
 22 under subsection (a) to the peer review panel convened
 23 under section 15103(f).

1 **“SEC. 15107. INFORMATION DISSEMINATION.**

2 “(a) IN GENERAL.—From funds reserved under sec-
 3 tion 15110(b)(2), the National Institute for Literacy shall
 4 disseminate information on reliable, replicable research on
 5 reading and information on subgrantee projects under sec-
 6 tion 15104 or 15105 that have proven effective. At a mini-
 7 mum, the institute shall disseminate such information to
 8 all recipients of Federal financial assistance under titles
 9 I and VII, the Head Start Act (42 U.S.C. 9801 et seq.),
 10 the Individuals with Disabilities Education Act (20 U.S.C.
 11 1400 et seq.), and the Adult Education Act (20 U.S.C.
 12 1201 et seq.).

13 “(b) COORDINATION.—In carrying out this section,
 14 the National Institute for Literacy—

15 “(1) shall use, to the extent practicable, infor-
 16 mation networks developed and maintained through
 17 other public and private persons, including the Sec-
 18 retary, the National Center for Family Literacy, and
 19 the Readline Program;

20 “(2) shall work in conjunction with any panel
 21 convened by the National Institute of Child Health
 22 and Human Development and the Secretary, and
 23 any panel convened by the Office of Educational Re-
 24 search and Improvement to assess the current status
 25 of research-based knowledge on reading develop-
 26 ment, including the effectiveness of various ap-

1 proaches to teaching children to read, with respect
 2 to determining the criteria by which the National In-
 3 stitute for Literacy judges reliable, replicable re-
 4 search and the design of strategies to disseminate
 5 such information; and

6 “(3) shall assist any reading and literacy part-
 7 nership selected to receive a grant under section
 8 15103, and that requests such assistance—

9 “(A) in determining whether applications
 10 for subgrants submitted to the partnership
 11 meet the requirements of this title relating to
 12 reliable, replicable research on reading; and

13 “(B) in the development of subgrant appli-
 14 cation forms.

15 **“SEC. 15108. STATE EVALUATIONS.**

16 “(a) IN GENERAL.—Each reading and literacy part-
 17 nership that receives a grant under this title shall reserve
 18 not more than 2 percent of such grant funds for the pur-
 19 pose of evaluating the success of the partnership’s sub-
 20 grantees in meeting the purposes of this title. At a mini-
 21 mum, the evaluation shall measure the extent to which
 22 students who are the intended beneficiaries of the sub-
 23 grants made by the partnership have improved their read-
 24 ing.

1 “(b) CONTRACT.—A reading and literacy partnership
 2 shall carry out the evaluation under this section by enter-
 3 ing into a contract with an eligible research institution
 4 under which the institution will perform the evaluation.

5 “(c) SUBMISSION.—A reading and literacy partner-
 6 ship shall submit the findings from the evaluation under
 7 this section to the Secretary and the peer review panel
 8 convened under section 15103(f). The Secretary and the
 9 peer review panel shall submit a summary of the findings
 10 from the evaluations under this subsection to the appro-
 11 priate committees of the Congress, including the Edu-
 12 cation and the Workforce Committee of the House of Rep-
 13 resentatives.

14 **“SEC. 15109. PARTICIPATION OF CHILDREN ENROLLED IN**
 15 **PRIVATE SCHOOLS.**

16 “Each reading and literacy partnership that receives
 17 funds under this title shall provide for, or ensure that sub-
 18 grantees provide for, the participation of children in pri-
 19 vate schools in the activities and services assisted under
 20 this title in the same manner as the children participate
 21 in activities and services pursuant to sections 14503,
 22 14504, 14505, and 14506.

1 **“SEC. 15110. AUTHORIZATION OF APPROPRIATIONS; RES-**
2 **ERVATIONS FROM APPROPRIATIONS; SUN-**
3 **SET.**

4 “(a) AUTHORIZATION.—There are authorized to be
5 appropriated to carry out this title \$210,000,000 for fiscal
6 years 1999, 2000, and 2001.

7 “(b) RESERVATIONS.—From the amount appro-
8 priated under subsection (a) for each fiscal year, the Sec-
9 retary—

10 “(1) shall reserve 1.5 percent to carry out sec-
11 tion 15106(a);

12 “(2) shall reserve \$5,075,000 to carry out sec-
13 tions 15103(f)(2) and 15107, of which \$5,000,000
14 shall be reserved for section 15107; and

15 “(3) shall reserve \$10,000,000 to carry out sec-
16 tion 1202(c).

17 “(c) SUNSET.—Notwithstanding section 422(a) of
18 the General Education Provisions Act (20 U.S.C.
19 1226a(a)), this title is repealed, effective September 30,
20 2001, and is not subject to extension under such section.”.

1 **TITLE II—AMENDMENTS TO**
 2 **EVEN START FAMILY LIT-**
 3 **ERACY PROGRAMS**

4 **SEC. 201. RESERVATION FOR GRANTS.**

5 Section 1202(c) of the Elementary and Secondary
 6 Education Act of 1965 (20 U.S.C. 6362(c)) is amended
 7 to read as follows:

8 “(c) RESERVATION FOR GRANTS.—

9 “(1) GRANTS AUTHORIZED.—From funds re-
 10 served under section 15109(b)(3), the Secretary
 11 shall award grants, on a competitive basis, to States
 12 to enable such States to plan and implement, state-
 13 wide family literacy initiatives to coordinate and in-
 14 tegrate existing Federal, State, and local literacy re-
 15 sources consistent with the purposes of this part.
 16 Such coordination and integration shall include co-
 17 ordination and integration of funds available under
 18 the Adult Education Act (20 U.S.C. 1201 et seq.),
 19 Head Start (42 U.S.C. 9801 et seq.), this part, part
 20 A of this title, and part A of title IV of the Social
 21 Security Act.

22 “(2) CONSORTIA.—

23 “(A) ESTABLISHMENT.—To receive a
 24 grant under this subsection, a State shall estab-

1 lish a consortium of State-level programs under
2 the following laws:

3 “(i) This title.

4 “(ii) The Head Start Act.

5 “(iii) The Adult Education Act.

6 “(iv) All other State-funded preschool
7 programs and programs providing literacy
8 services to adults.

9 “(B) PLAN.—To receive a grant under this
10 subsection, the consortium established by a
11 State shall create a plan to use a portion of the
12 State’s resources, derived from the programs
13 referred to in subparagraph (A), to strengthen
14 and expand family literacy services in such
15 State.

16 “(C) COORDINATION WITH TITLE XV.—
17 The consortium shall coordinate its activities
18 with the activities of the reading and literacy
19 partnership for the State established under sec-
20 tion 15103, if the State receives a grant under
21 such section.

22 “(3) READING INSTRUCTION.—Statewide family
23 literacy initiatives implemented under this subsection
24 shall base reading instruction on reliable, replicable

1 research on reading (as such terms are defined in
2 section 15102).

3 “(4) TECHNICAL ASSISTANCE.—The Secretary
4 shall provide, directly or through a grant or contract
5 with an organization with experience in the develop-
6 ment and operation of successful family literacy
7 services, technical assistance to States receiving a
8 grant under this subsection.

9 “(5) MATCHING REQUIREMENT.—The Sec-
10 retary shall not make a grant to a State under this
11 subsection unless the State agrees that, with respect
12 to the costs to be incurred by the eligible consortium
13 in carrying out the activities for which the grant was
14 awarded, the State will make available non-Federal
15 contributions in an amount equal to not less than
16 the Federal funds provided under the grant.”.

17 **SEC. 202. DEFINITIONS.**

18 Section 1202(e) of the Elementary and Secondary
19 Education Act of 1965 (20 U.S.C. 6362(e)) is amended—

20 (1) by redesignating paragraphs (3) and (4) as
21 paragraphs (4) and (5), respectively; and

22 (2) by inserting after paragraph (2) the follow-
23 ing:

24 “(3) the term ‘family literacy services’ means
25 services provided to participants on a voluntary basis

1 that are of sufficient intensity in terms of hours,
 2 and of sufficient duration, to make sustainable
 3 changes in a family (such as eliminating or reducing
 4 welfare dependency) and that integrate all of the fol-
 5 lowing activities:

6 “(A) Interactive literacy activities between
 7 parents and their children.

8 “(B) Equipping parents to partner with
 9 their children in learning.

10 “(C) Parent literacy training, including
 11 training that contributes to economic self-suffi-
 12 ciency.

13 “(D) Appropriate instruction for children
 14 of parents receiving parent literacy services.”.

15 **SEC. 203. EVALUATION.**

16 Section 1209 of the Elementary and Secondary Edu-
 17 cation Act of 1965 (20 U.S.C. 6369) is amended—

18 (1) in paragraph (1), by striking “and” at the
 19 end;

20 (2) in paragraph (2), by striking the period at
 21 the end and inserting “; and”; and

22 (3) by adding at the end the following:

23 “(3) to provide States and eligible entities re-
 24 ceiving a subgrant under this part, directly or
 25 through a grant or contract with an organization

1 with experience in the development and operation of
 2 successful family literacy services, technical assist-
 3 ance to ensure local evaluations undertaken under
 4 section 1205(10) provide accurate information on
 5 the effectiveness of programs assisted under this
 6 part.”.

7 **SEC. 204. INDICATORS OF PROGRAM QUALITY.**

8 (a) IN GENERAL.—The Elementary and Secondary
 9 Education Act of 1965 (20 U.S.C. 6301 et seq.) is amend-
 10 ed—

11 (1) by redesignating section 1210 as section
 12 1212; and

13 (2) by inserting after section 1209 the follow-
 14 ing:

15 **“SEC. 1210. INDICATORS OF PROGRAM QUALITY.**

16 “Each State receiving funds under this part shall de-
 17 velop, based on the best available research and evaluation
 18 data, indicators of program quality for programs assisted
 19 under this part. Such indicators shall be used to monitor,
 20 evaluate, and improve such programs within the State.
 21 Such indicators shall include the following:

22 “(1) With respect to eligible participants in a
 23 program who are adults—

1 “(A) achievement in the areas of reading,
2 writing, English language acquisition, problem
3 solving, and numeracy;

4 “(B) receipt of a secondary school diploma
5 or its recognized equivalent;

6 “(C) entry into a postsecondary school, a
7 job retraining program, or employment or ca-
8 reer advancement, including the military; and

9 “(D) such other indicators as the State
10 may develop.

11 “(2) With respect to eligible participants in a
12 program who are children—

13 “(A) improvement in ability to read on
14 grade level or reading readiness;

15 “(B) school attendance;

16 “(C) grade retention and promotion; and

17 “(D) such other indicators as the State
18 may develop.”.

19 (b) STATE LEVEL ACTIVITIES.—Section 1203(a) of
20 the Elementary and Secondary Education Act of 1965 (20
21 U.S.C. 6363(a)) is amended—

22 (1) in paragraph (1), by striking “and” at the
23 end;

24 (2) in paragraph (2), by striking the period at
25 the end and inserting “; and”; and

1 (3) by adding at the end the following:

2 “(3) carrying out section 1210.”.

3 (c) AWARD OF SUBGRANTS.—Paragraphs (3) and (4)
4 of section 1208(b) of the Elementary and Secondary Edu-
5 cation Act of 1965 (20 U.S.C. 6368) are amended to read
6 as follows:

7 “(3) CONTINUING ELIGIBILITY.—In awarding
8 subgrant funds to continue a program under this
9 part for the second, third, or fourth year, the State
10 educational agency shall evaluate the program based
11 on the indicators of program quality developed by
12 the State under section 1210. Such evaluation shall
13 take place after the conclusion of the startup period,
14 if any.

15 “(4) INSUFFICIENT PROGRESS.—The State
16 educational agency may refuse to award subgrant
17 funds if such agency finds that the eligible entity
18 has not sufficiently improved the performance of the
19 program, as evaluated based on the indicators of
20 program quality developed by the State under sec-
21 tion 1210, after—

22 “(A) providing technical assistance to the
23 eligible entity; and

24 “(B) affording the eligible entity notice
25 and an opportunity for a hearing.”.

1 **SEC. 205. RESEARCH.**

2 The Elementary and Secondary Education Act of
 3 1965 (20 U.S.C. 6301 et seq.), as amended by section 204
 4 of this Act, is further amended by inserting after section
 5 1210 the following:

6 **“SEC. 1211. RESEARCH.**

7 “(a) IN GENERAL.—The Secretary shall carry out,
 8 through grant or contract, research into the components
 9 of successful family literacy services. The purpose of the
 10 research shall be—

11 “(1) to improve the quality of existing pro-
 12 grams assisted under this part or other family lit-
 13 eracy programs carried out under this Act or the
 14 Adult Education Act (20 U.S.C. 1201 et seq.); and

15 “(2) to develop models for new programs to be
 16 carried out under this Act or the Adult Education
 17 Act.

18 “(b) DISSEMINATION.—The National Institute for
 19 Literacy shall disseminate, pursuant to section 15107, the
 20 results of the research described in subsection (a) to
 21 States and recipients of subgrants under this part.”.

○